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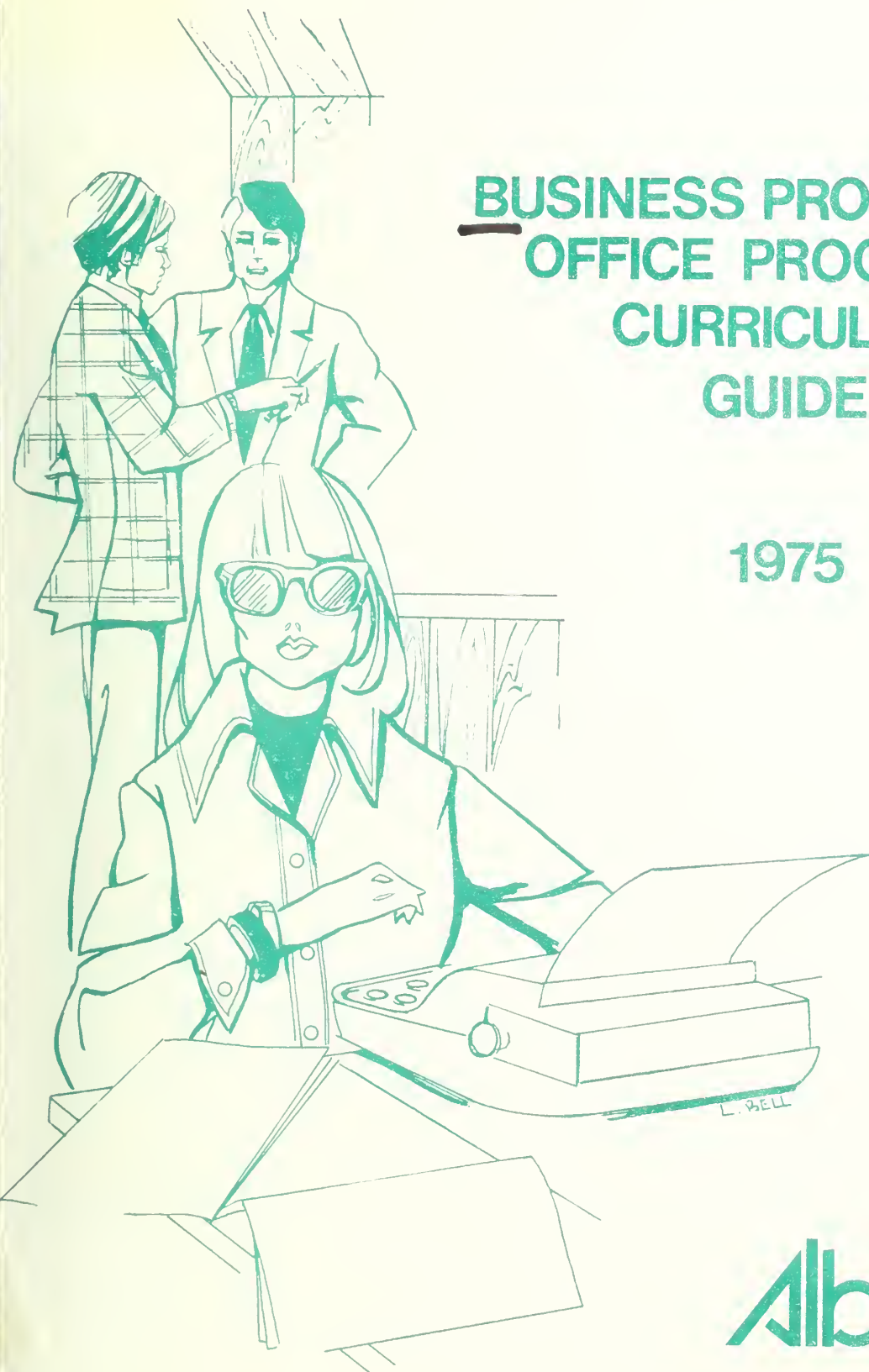
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BUSINESS PROCEDURES OFFICE PROCEDURES CURRICULUM GUIDE

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SECONDARY SCHOOL CURRICULUM GUIDE

BUSINESS PROCEDURES 20

OFFICE PROCEDURES 30

This guide is a service publication only. The official statement regarding the content of the course is contained in the Senior High School Program of Studies. The information in the Curriculum Guide is prescriptive only insofar as it duplicates the content of the Senior High School Program of Studies. As well as content, the Curriculum Guide contains a description of performance objectives, suggested activities for their development and evaluation, suggestions for use of teaching aids and additional reference books.

Teachers of business and office procedures should also be familiar with the primary Curriculum Guide for The Business Education Program and Business Foundations 10 and 30.

This guide is printed on punched paper for convenience in filing it in a binder together with other business education curriculum guides, business education newsletters and bulletins as they are issued.

ACKNOWLEDGEMENT

The Department of Education acknowledges with appreciation the contributions of the members of the Typewriting-Office Procedures Ad Hoc Curriculum Committee to the preparation of this guide.

The Typewriting-Office Procedures Ad Hoc Curriculum Committee functioned under the guidance of the Secondary School Business Education Curriculum Committee.

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SECONDARY SCHOOL CURRICULUM GUIDE

BUSINESS PROCEDURES 20 AND OFFICE PROCEDURES 30

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I ALBERTA BUSINESS EDUCATION PROGRAM

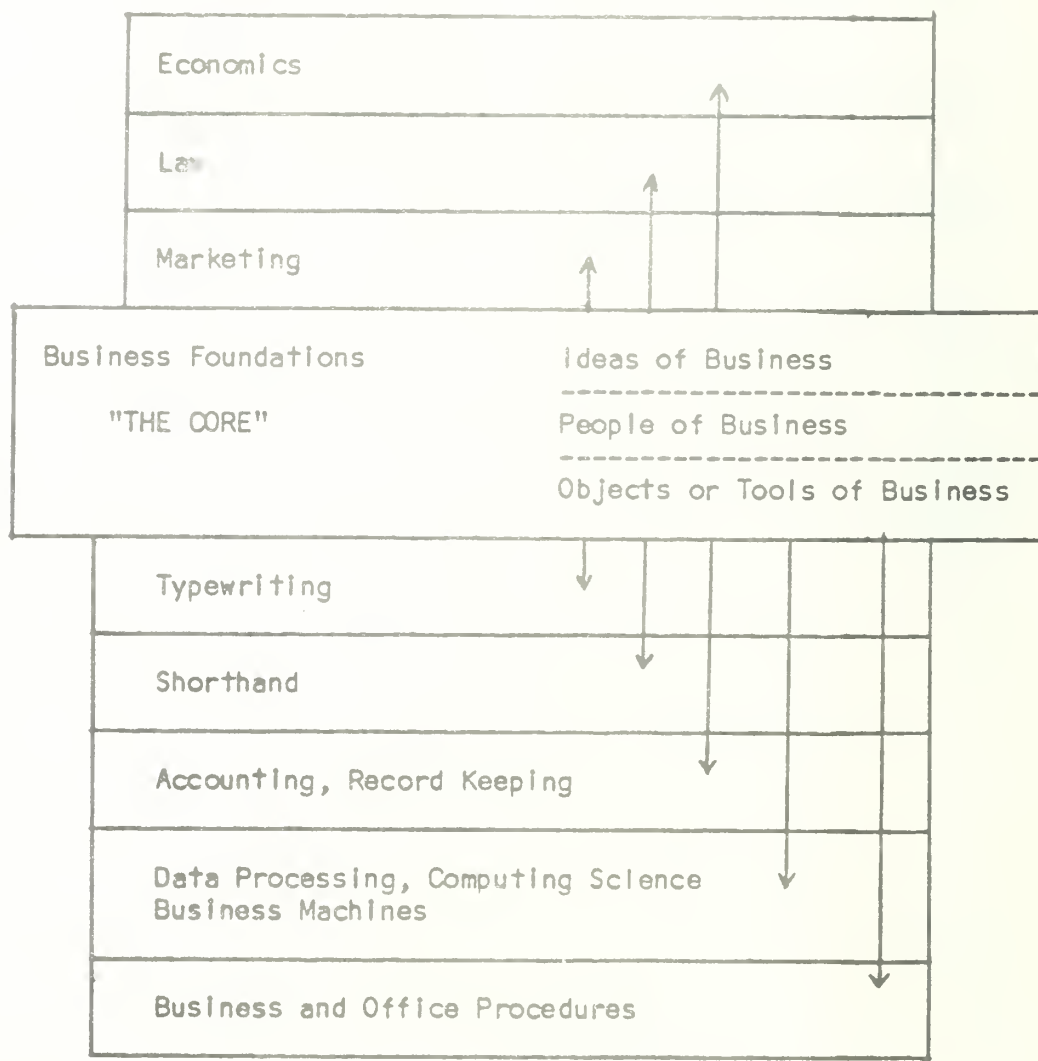
The curriculum for business education has been developed to serve all students in Alberta's secondary schools. Its flexibility permits the selection of one or more courses to complement a program, or the selection of a group of courses to comprise a major area of study. The purpose is to contribute to the general education and to the vocational preparation of high school students.

General Objectives of Alberta Business Education Program

1. To provide a meaningful study of the business environment including the ideas, people and objects or tools of business.
2. To provide for the development and acquisition of business knowledge and skills which will be most useful and durable in a rapidly changing society.
3. To provide an opportunity for students to elect and pursue individual interests and specialization in the study of the business environment.
4. To provide for individual development in the behaviours of thinking, acting and feeling.
5. To develop the thinking strategies and problem-solving abilities of students.
6. To provide an opportunity for students to relate and apply learnings in business education and other areas of study.
7. To expose students to the vast laboratory of business for the purpose of acquiring information, gaining experience and testing ideas and hypotheses.

From the conceptual model explained in the Curriculum Guide for The Business Education Program and Business Foundations 10 and 30, and the preceding Objectives of the Alberta Business Education Program, the following blueprint was developed. It shows the relationship of the various subjects. Business foundations is the core of the program. Some subjects emphasize the ideas of business; others emphasize the objects or tools. People in business is the unifying aspect in all subjects relating the ideas with the objects and tools of business.

Blueprint of the Business Education Program



Curriculum Development

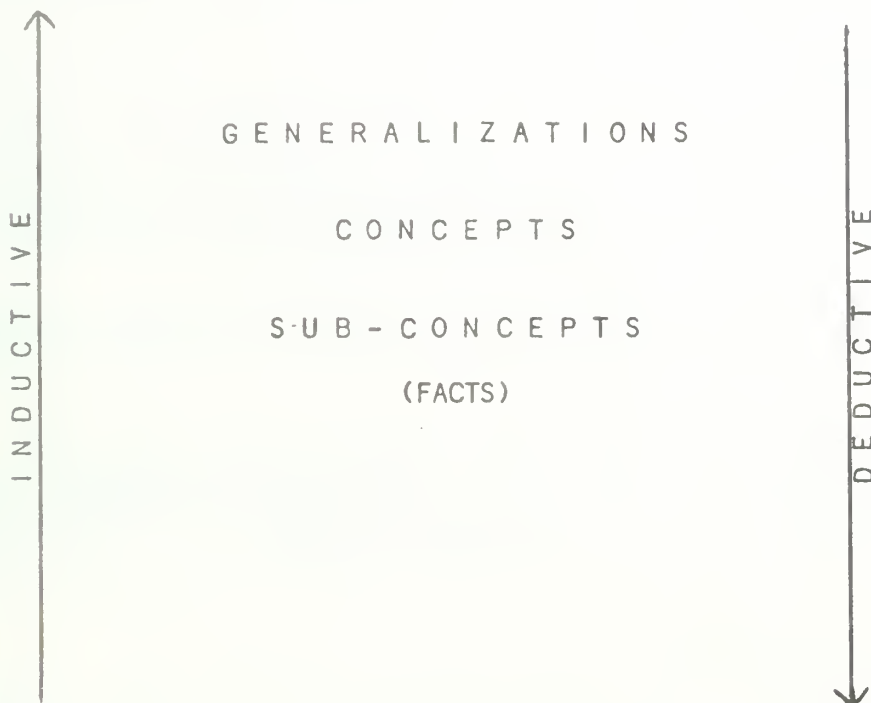
Content in Business Education courses is organized around concepts, sub-concepts and generalizations. Curriculum guides provide additional teaching strategies and evaluation.

Curriculum committees, when organizing a body of knowledge, use either the inductive or deductive method. The diagram below may help to explain the relationship that exists between the elements of a body of knowledge.

Curriculum Development

Student Learning

Teacher Planning



Facts and sub-concepts are taken to be items of specific information, concepts are categories of information and generalizations express the relationship between concepts. In planning a lesson, the teacher moves down this hierarchy whereas in learning, the student begins with the facts and moves upward.

The deductive approach was used in developing the course outlines for Business Procedures 20 and Office Procedures 30.

II INTRODUCTION TO THE PROCEDURES COURSES

1. The Program

The application of new and previously learned skills and knowledges in the procedures which are basic to business and office operation is embodied in two 5-credit courses--Business Procedures 20 and Office Procedures 30.

Business Procedures 20 has no prerequisite; however, this does not preclude individual schools from adopting local specifications. Office Procedures 30 requires typewriting. It is suggested that the minimum standing in the prerequisite, Typewriting 20, should be 50%. Most Office Procedures 30 students will be registered in Typewriting 30 concurrently. However, care should be taken not to schedule Office Procedures 30 prior to the completion of Typewriting 20.

2. Purposes

The procedures that are common in the business activities of employees and employers in the areas of marketing, accounting or data processing, and other service businesses such as automotives, food preparation, beauty culture, etc., are included in Business Procedures 20.

The procedures commonly experienced by secretaries, stenographers, typists and other office clerks are included in the course Office Procedures 30.

A school may choose to offer the two courses sequentially as preparation for clerical office positions and may specify additional prerequisites. Each course may be offered to complement a designated program, to enrich other programs, or to satisfy student interests.

3. Choosing the Scope

The content of the two courses is flexible so that individual schools, considering local circumstances, may choose the scope that will best meet the needs of their students.

Each course comprises five basic concepts plus a minimum of five additional concepts. Coverage of the entire list of concepts is not excluded. The comparison of the concepts in each course which is summarized on pages 8 and 24 should serve as a useful reference when choosing the content for each course.

A particular school's choice of concepts will be influenced by:

- a) The size of the school and the enrolment in business education programs.
- b) The plan to offer one or both courses.

Consider the purpose that may be served by each course in a particular school's business education program. Determine if both courses should be offered each year or in alternating years; or if only one course should be offered and which one that would be. To fit this basic plan, choose the appropriate scope for the course(s) to be taught.

- c) The content of other courses offered in the school.

In a particular school, some concepts may be adequately covered in other courses; e.g., office machines, duplicating and transcription. There may be overlapping with business foundations, record keeping and typewriting. In Office Procedures 30 the application of typewriting skills in the procedures of office work is emphasized whereas the development of techniques, procedures and production is emphasized in the typewriting courses.

An overall plan should be made to coordinate the content of the courses offered in a particular school in order to avoid unnecessary overlapping and the omission of essential concepts. It is highly desirable that procedures and applications in the use of office machines, duplicating processes, filing systems and machine transcription be included.

- d) Equipment and resources available.

In Business Procedures 20 special equipment is desirable to teach Concept X, Office Machines; Concept VI, Duplicating and Copying; and Concept XII, Filing and Records Control. Although a knowledge about procedures can be gained without machines and practice sets, using them for the performance of the procedures is highly desirable.

For Office Procedures 30, a room with typewriting facilities is essential. Capacity to arrange the room to simulate an office, with a closed circuit telephone system, moveable partitions, etc., is desirable. For Concept VII, Transcription, machines and programmed recordings are necessary. Supplies used should be realistic.

4. Using the Curriculum Guide

After a decision has been made respecting the choice of the concepts to cover in a course, the order of their presentation and time allotment should be planned. The basic concepts have been identified through a different type style in the Course Content, pages 10 to 21 and pages 26 to 43, as well as in the lists on pages 8 and 24.

Suggested generalizations and performance objectives have been developed for each concept. However, only a few have been suggested. It is expected that a teacher will enlarge upon these being more explicit to delineate the course content for a particular class and school. The generalizations are statements related to the concept. Such statements can serve as an introduction for discussion, inquiry and activities. The performance objectives describe the outcomes that may be expected from the study of the concept. A performance objective should specify under what conditions and to what extent a certain kind of student performance can be expected to take place. It should be stated from the learner's point of view.

The activities listed in this curriculum guide are suggestive and minimal. The charts on pages 9 and 25 refer to chapters or units in the primary references which supply support materials, exercises, projects, etc. Additional sources in the supplementary references and practice materials are identified by numbers that refer to the descriptions on pages 44 to 48. It is helpful to maintain a file of current and relevant material. There are many sources, both print and non-print, that an alert, enterprising and ingenious teacher can collect for instructional and display purposes.

5. Evaluation

Achievement of the performance objectives is the basis for evaluation. The standards should be those generally accepted for the purpose intended considering the experience level of the student, and dependent upon the professional expertise of the instructor.

III BUSINESS PROCEDURES 20

GENERAL OBJECTIVES

1. To foster the student's understanding and appreciation of the performance standards and qualifications for initial careers in business.
2. To further the student's awareness of personal and business behaviour that is most conducive to pleasant, rewarding relationships with fellow associates.
3. To acquaint the student with the opportunities for the diversity of business careers and to identify himself as a person in business.
4. To integrate new and previously learned basic skills and knowledge through the application of common business procedures.
5. To familiarize the students with the ancillary services that facilitate business procedures.
6. To supply the student with the opportunity to make use of his background of knowledge in order to make intelligent decisions in solving business problems.

PRIMARY REFERENCES

Reid, *MODERN OFFICE PROCEDURES*, Book I, Pitman Publishing.

OR

Sparling, *COMPLETE COURSE IN OFFICE PRACTICE*, Fourth Edition, McGraw-Hill Ryerson Limited.

PRACTICE MATERIALS

Smith, *CANADIAN FILING PRACTICE*, Pitman Publishing.

OR

Kahn, Stewart, Yerian, *QUICK FILING PRACTICE*, Canadian Edition, McGraw-Hill Ryerson Limited.

SCOPE

Concepts I, III, VII, IX and XIII; plus a minimum of five of the remaining ten concepts. Omit those concepts that are adequately covered in other courses in a particular school.

COMPARISON OF CONTENT OF COURSESBusiness Procedures 20Basic Concepts

- I Business Careers*
- III Telephone Services*
- VII Laws, Regulations & Agreements*
- IX Communication Skills*
- XIII Interpersonal Relations*

Plus a Minimum of 5 Concepts

- II Postal Services*
- IV Other Communication Services*
- V Banking*
- VI Transportation & Shipping*
- VIII Business Organization*
- X Office Machines*
- XI Duplicating & Copying*
- XII Filing Records Control*
- XIV Processing Data*
- XV Applying for a Position*

Office Procedures 30Basic Concepts

- I Office Personnel*
- II Office Function & Organization*
- IX Meeting the Public*
- XI Records Management*
- XVIII Initial Office Careers*

Plus a Minimum of 5 Concepts

- III Management of Work Area*
- IV Ancillary Services*
- V Business Letters*
- VI Business Forms & Reports*
- VII Transcription*
- VIII Language Usage*
- X Processing Mail*
- XII Seeking Information*
- XIII Financial & Statistical*
- XIV Purchasing & Sales*
- XV Travel Arrangements*
- XVI Meetings*
- XVII Professional & Technical*
- XIX Office Practicum*

Reference Chart for Business Procedures 20

CONCEPTS	Primary		Supplementary	
	Reid, Bk. 1	Sparling	20	Others
<i>I Business Careers</i>	Ch. 1, 2	Ch. 1	Units 1, 2	2, 18, 26
II Postal Services	Ch. 4	Ch. 4	Unit	
<i>III Telephone Services</i>	Ch. 5	Ch. 5	Unit 9	
IV Other Communication Services	Ch. 6	Ch. 6		
V Banking	Ch. 7	Ch. 9		
VI Transportation and Shipping	Ch. 8	Ch. 12	Unit 5	
<i>VII Laws, Regulations and Shipping</i>				18, 30 Reid, Bk. 2
VIII Business Organization		Ch. 17		18, Reid, Bk. 2
<i>IX Communication Skills</i>	Ch. 3		Units 2 3, 8, 11	23
X Office Machines	Ch. 9		Unit 4	7, 13
XI Duplicating and Copying	Ch. 11	Ch. 3	Unit 10	22
XII Filing Records Control	Ch. 13, 14	Ch. 8	Units 6, 7	9, 10, 24, 33 Practice Sets
<i>XIII Interpersonal Relations</i>				19, 27
XIV Processing Data	Ch. 12	Ch. 6, 7	Units 4, 12, 13, 14	32, 35
XV Applying for a Position		Ch. 18	Unit 16	6, 16 Reid, Bk. 2

CONCEPTS AND SUBCONCEPTS

GENERALIZATIONS

I BUSINESS CAREERS*Diversity**Qualifications**Performance Standards**Opportunities and Rewards*

1. "Business" refers to organizations and individuals that engage in procedures and activities related to the purchase and sale of goods and services.
2. There are many different tasks performed in the activities of businesses.
3. Businessmen look for particular qualifications in their employees.
4. Businessmen expect employees to measure up to specific standards of job performance.
5. The business world offers tangible and intangible rewards to employees.

II POSTAL SERVICES*Classes**Other Services**Mailing Procedures*

1. Postal services are important in all phases of business--buying, selling, advertising, shipping, collecting, remitting, corresponding.
2. There are different classes of mail suitable for the particular services needed.
3. Businesses use the post office for a variety of special services.
4. For maximum benefit there are particular procedures to observe and follow in using postal services.

PERFORMANCE OBJECTIVES

SUGGESTED ACTIVITIES

The Student

- defines and gives examples of careers in business;
- identifies the personal qualifications that are desirable for a career in business;
- lists the standards for initial employment in various business careers;
- assesses present and potential qualifications that could contribute to success in business;
- makes a plan for preparation to enter a specific business career;
- lists the job specifications for a specific business career;
- lists fringe benefits in business employment.

List business careers represented in the community that are examples of employees and employers.

Analyze specific business careers and prepare job specification lists.

Interview business people in various careers.

Prepare slide and tape recordings of people in business.

Prepare check lists of personal and business qualifications.

Survey the local community to ascertain business career opportunities.

Compare salaries and wages paid to various business employees, locally, provincially and nationally.

- defines and gives examples of each class of mail;
- identifies the various carriers of mail;
- compares each class and identifies factors that determine which service to use;
- lists and defines other services of the post office;
- demonstrates the correct preparation for the mailing of various items.

Use postal rate charts and postal code book.

Use case studies to make decisions about class of mail or carrier to use for mailing a variety of items to different locations.

Prepare displays to illustrate correct mailing directions, services available, equipment used, etc.

Invite a post office public relations officer to speak to the class. Visit a post office.

Collect and display samples and illustrations of mailed materials and postal supplies.

Use audio and visual instructional aids.

III TELEPHONE SERVICES*Kinds of Telephone Calls**Types of Equipment**Other Services**Telephone Procedures*

1. *The Canadian telephone network offers unique services to businesses and individuals.*
2. *Different types of calls serve the purposes of telephone communication.*
3. *A wide range of telephone equipment may be used to facilitate business procedures.*
4. *There are preferred procedures in using telephone services.*

IV OTHER COMMUNICATION SERVICES*Telecommunication Services**Radio and T.V.**Computers*

1. *Telecommunication companies provide a large number of services by utilizing microwave, telegraph lines, radio and scatterwave.*
2. *Commercial radio and T.V. stations are media used for sales promotion by businesses.*
3. *Computers use telecommunication systems for transmitting data.*

V BANKING*Types of Accounts**Banking Forms**Endorsements**Reconciliation**Loans**Other Services*

1. *Banks perform their most important services through the savings accounts, chequing accounts, and current accounts of their customers.*
2. *There are procedures to follow in choosing the correct type of account, in preparing all banking forms, in selecting the proper endorsement for cheques, and in preparing the bank reconciliation.*
3. *Loans are available to facilitate business.*
4. *Businesses use a variety of banking services extensively in almost all business transactions.*

PERFORMANCE OBJECTIVES

SUGGESTED ACTIVITIES

The Student

-lists and describes each type of phone call;

Invite an AGT public relations officer as a guest speaker.

-demonstrates uses of telephone directories;

Observe various telephone systems in local businesses.

-lists and describes the function of telephone equipment;

Demonstrate placing and receiving various kinds of calls using a tele-trainer or phone system.

-compares advantages in using various types of calls;

Use telephone directories.

-demonstrates procedures for making and receiving telephone calls.

Prepare personal directory.

-lists the specific services provided by telecommunication companies;

Prepare messages to send by various communication systems.

-defines the classes of services;

Prepare promotional materials for T.V. and radio. Make taped or live presentations on available facilities.

-compares advantages of using each service;

Visit local radio, T.V., telegraph office and a computer center.

-cites examples of business use of each communication service.

-compares the types of bank accounts that businesses may use for various purposes;

Organize a banking simulation as a project to illustrate the applications of banking services, using the various forms, etc.

-demonstrates the application and use of the common banking forms;

Practice completing banking forms, making endorsements and reconciliations.

-illustrates and defines the function of different endorsements;

Visit a bank.

-cites examples of purposes and procedures for business loans from banks;

-lists the various services that banks offer to businesses.

VI TRANSPORTATION AND SHIPPING

Kinds of Carriers

Classifications

Shipping Forms

Shipping Procedures

1. Businesses should have a knowledge of procedures, terminology and documents concerning transportation of goods.
2. There are many kinds of carriers and each has its own particular classification of services.
3. In business various forms are required when transporting goods.
4. There are procedures to follow in shipping a variety of goods.

VII LAWS, REGULATIONS AND AGREEMENTSForeign Trade and Custom
Duties

- Custom Duties
- Export Procedures
- Import Procedures

Payroll Deductions

- Unemployment Insurance
- Canada Pension Plan
- Income Tax
- Alberta Health Care
- Other Deductions

Employee-Employer Relations

- Contract Agreements
- Workers' Compensation

1. The governments regulate and assist businesses in their export and import trade with foreign countries.
2. There are procedures to follow when exporting and importing goods.
3. Governments require specific payroll deductions and remittances on behalf of employees and employers.
4. Governments and employee organizations affect business procedures and labour-management relations.

PERFORMANCE OBJECTIVES

SUGGESTED ACTIVITIES

The student

- lists the kinds of carriers available for transporting goods;
- defines the classification for each type of carrier;
- determines the best methods of shipping specific goods;
- prepares documents necessary for transporting goods.

Make a report on various shipping services available in the community.

Obtain and display forms used by different transportation companies and their rates.

Investigate the best method of shipping various items and the forms required for each.

Make up transportation problem cases for study and discussion.

Use newspaper items.

- describes the function of custom duties;

Interview custom brokers and custom officers.

- traces the steps in handling an export and an import transaction;

Role play export and import transactions.

- explains the legal requirements for various payroll deductions and the procedures that must be followed;

Examine income tax forms and employment contracts, and company policy manuals.

- identifies the obligations inherent in employment agreements for employer, employee and government.

Invite as guest speakers representatives of local labour council, industrial relations inspector, teacher welfare negotiator, UIC officer, Alberta Health Care and Canada Pension officers, etc.

Formulate an employment contract.

VIII BUSINESS ORGANIZATION

- | | |
|-------------------------------|---|
| Classifications by Activities | 1. Businesses are classified as extractive, manufacturing, distributive, or service industries. |
| Forms of Ownership | |
| Organizational Structure | 2. Individuals, groups, or governments may own businesses. |
| | 3. The organizational structure of a business defines the responsibility and duties of each employee. |

IX COMMUNICATION SKILLS

- | | |
|-----------|---|
| Written | 1. There are basic communication skills required in business. |
| Spoken | |
| Listening | 2. Written communication involves correct spelling, grammar, composition and word usage. |
| Writing | 3. People in business need to be able to express their ideas to others--person to person, and when dictating. |
| | 4. Skill in listening increases comprehension of oral communication of directions and ideas. |
| | 5. Many business procedures require legible handwriting. |

X OFFICE MACHINES

- | | |
|------------------------|--|
| Adding and Calculating | 1. Many machines, from simple adding machines to the electronic computer, are available, necessitating an awareness of types of machines and the uses of each. |
| Operating Procedures | |
| Business Applications | 2. The touch operation of the ten-key machine, with speed and accuracy, is basic to the operation of many machines. |
| Other Machines | 3. The criteria for the use of adding and calculating machines are efficient operation and correct application in problem solving. |

PERFORMANCE OBJECTIVES

SUGGESTED ACTIVITIES

The student

- defines and gives examples of extractive, manufacturing, agricultural, distributive and service industries;
- prepares examples of the forms of ownership and describes advantages and disadvantages of each;
- illustrates organizational structure showing relationships between: Objectives and functions; functions and personnel; and functions and physical facilities.

-demonstrates basic communication skills such as spelling, grammar, punctuation through application in assignments;

-expresses ideas clearly and succinctly in oral communication;

-displays ability to listen attentively to instructions and to carry out assignments quickly and accurately;

-performs tasks displaying legible handwriting of words and numbers.

-identifies types of business machines and explains the uses of each;

-exhibits control of the keyboard of a ten-key calculator by touch;

-performs basic arithmetic functions on a calculator.

Prepare a list of businesses in the community that are examples of each type of ownership.

Analyze industries in the locality according to the functions of each.

Chart vertical and horizontal dimensions of organizational structure.

Illustrate by means of line and staff charts the organizational structure of various sizes and types of businesses.

Review rules of grammar, punctuation and spelling--study the commonly misspelled business vocabulary.

Perform tasks independently from oral and/or written instructions.

Practice handwriting. Have other students evaluate for legibility.

Use a variety of resources to facilitate communication.

Practice dictating to a stenographer and/or a recording machine.

Prepare bulletin displays showing the variety of machines used in offices.

Develop speed and accuracy on a calculator.

Practice problems in addition, subtraction, multiplication and division on a calculator using text materials.

Invite a distributor to demonstrate those machines not available in the school.

XI DUPLICATING AND COPYING

Duplicating Processes

Copying Processes

Applications

Procedures

1. Many business activities and procedures require multiple copies of materials reproduced by various duplicating and copying processes.
2. Both employers and employees need to understand the criteria for choosing the appropriate copying and duplicating process.
3. Skill in operating the various types of copying and duplicating equipment efficiently requires knowledge of and practice in procedures and application.

XII FILING AND RECORDS CONTROL

Equipment

Alphabetic Systems

Procedures for Alphabetic
Filing

1. A system for storing and finding business papers and information is essential in every business.
2. The alphabetic classification is most frequently used and is basic to many filing systems.
3. Business people require a working knowledge of the procedures and equipment used in alphabetic filing systems.

*PERFORMANCE OBJECTIVES**SUGGESTED ACTIVITIES*

The student

- compares and contrasts the various duplicating processes;
- lists advantages and appropriate application of each duplicating process;
- demonstrates the preparation of master copies for each duplicating process;
- operates available duplicating equipment;
- describes various copying processes;
- operates the available copying equipment;
- demonstrates collating procedures.

Collect and display examples of materials duplicated and copied by various processes and of the equipment on the market.

Observe duplicating and copying equipment in use.

Use available duplicating and copying equipment.

Visit reproduction departments of companies and equipment suppliers.

- defines filing and describes its function and importance in business;
- lists the various classifications used for filing;
- identifies the basic supplies and equipment used in alphabetic filing systems;
- demonstrates the alphabetic indexing rules applicable to business filing;
- demonstrates the procedures and routines in alphabetic filing systems.

Complete an alphabetic filing practice set.

Practice arranging business names and terms in alphabetic order.

Show or prepare film/slide presentations on filing.

Collect and display pictures and samples of filing systems and materials.

Visit a local business to study the filing systems and their relationship to this function of the business.

CONCEPTS AND SUBCONCEPTSGENERALIZATIONSXIII INTERPERSONAL RELATIONS*Working with Others**Meeting Customers and
Clients**Participating in and
Conducting Meetings*

1. *Success in business is largely dependent upon the ability to relate to and work with people.*
2. *Colleagues, customers and other business associates observe established procedures, courtesies and manners in their business relationships.*
3. *There are special procedures for participating in and conducting meetings which facilitate the group process.*

XIV PROCESSING DATA*Procedures*

- Manual
- Mechanical
- Unit Record
- Computer

Systems

- Ordering and Billing
- Receiving
- Inventory
- Payroll

1. *All methods of processing data are basically similar, although the tools and procedures used to process data may vary.*
2. *A system is the organization for processing operations required to produce information about one particular activity of a business, such as ordering and billing, receiving, inventory and payment.*

XV APPLYING FOR A POSITION*Sources of Employment
Information**Applying for a Position**Interviews**Termination of Employment*

1. *A knowledge of the variety of employment opportunities in business is available from many sources.*
2. *There are acceptable procedures to follow when applying for employment.*
3. *Employers and employees should follow legal and ethical steps when terminating employment.*

PERFORMANCE OBJECTIVES

SUGGESTED ACTIVITIES

The student

- works with others courteously and cooperatively;
- observes the established procedures, courtesies, and manners of business;
- defines business hierarchy and explains its effects on the work force of a firm;
- demonstrates knowledge of procedure for formal and informal meetings.

Conduct classes in such a way that students have many opportunities to interact.

Invite a successful business person to discuss interpersonal relations in business activities.

Role play business situations related to interpersonal relations.

Conduct a simulation of a business meeting--agenda, minutes, chair position, motions, resolutions, reports, etc.

- defines "processing data" and contrasts the procedures used in various systems;
- traces the steps in the procedures used for ordering and billing, receiving, inventory, and payroll in manual, mechanical, unit record and computer systems.

Collect and examine illustrations in reference manuals and magazines.

Visit data processing installations, interview or invite as guest speaker persons involved in data processing using various procedures or systems.

Use a practice set to illustrate a system, e.g., payroll.

- lists sources of employment opportunities;
- prepares a personal resume;
- writes at least five letters of application in response to selected job advertisements;
- demonstrates a job interview;
- writes job termination letters.

Examine many job advertisements.

Compose many letters of application.

Role play job interviews.

Collect and fill in application forms.

IV OFFICE PROCEDURES 30GENERAL OBJECTIVES

1. To foster the student's understanding and appreciation of the importance of the office function in the business world.
2. To develop desirable personal and professional qualities to enable students to work harmoniously with co-workers, supervisors, and the public when they enter employment.
3. To develop the student's awareness of the diversity of office occupations and assessment of individual potential.
4. To provide students with the opportunity to acquire knowledge and skills of office procedures not ordinarily included in other business education courses.
5. To integrate previously and newly acquired skills through actual or simulated office situations.

PRIMARY REFERENCES

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Atkinson, Agnew, *TYPEWRITING OFFICE PRACTICE*, Canadian Edition, 1974, Gage Educational Publishing Limited.

SCOPE

Concepts I, II, IX, XI, XVIII; plus a minimum of five of the remaining fourteen concepts. Omit those concepts that are adequately covered in other courses offered in a particular school. Schools offering only Office Procedures 30, may choose concepts from Business Procedures 20.

COMPARISON OF CONTENT OF COURSES

<u>Business Procedures 20</u>	<u>Office Procedures 30</u>
<u>Basic Concepts</u>	<u>Basic Concepts</u>
<i>I Business Careers</i>	<i>I Office Personnel</i>
<i>III Telephone Services</i>	<i>II Office Function & Organization</i>
<i>VII Laws, Regulations & Agreements</i>	<i>IX Meeting the Public</i>
<i>IX Communications Skills</i>	<i>XI Records Management</i>
<i>XIII Interpersonal Relations</i>	<i>XVIII Initial Office Careers</i>
<u>Plus a Minimum of 5 Concepts</u>	<u>Plus a Minimum of 5 Concepts</u>
<i>II Postal Services</i>	<i>III Management of Work Area</i>
<i>IV Other Communication Services</i>	<i>IV Ancillary Services</i>
<i>V Banking</i>	<i>V Business Letters</i>
<i>VI Transportation & Shipping</i>	<i>VI Business Forms & Reports</i>
<i>VIII Business Organization</i>	<i>VII Transcription</i>
<i>X Office Machines</i>	<i>VIII Language Usage</i>
<i>XI Duplicating & Copying</i>	<i>X Processing Mail</i>
<i>XII Filing Records Control</i>	<i>XII Seeking Information</i>
<i>XIV Processing Data</i>	<i>XIII Financial & Statistical</i>
<i>XV Applying for a Position</i>	<i>XIV Purchasing & Sales</i>
	<i>XV Travel Arrangements</i>
	<i>XVI Meetings</i>
	<i>XVII Professional & Technical</i>
	<i>XIX Office Practicum</i>

Reference Chart for Office Procedures 30

CONCEPTS	Primary		Supplementary and Practice		
	Reid, Bk. II	Sparling	21	28	Others
<i>I Office Personnel</i>		Ch. 1	Unit 1	Ch. 1, 2, 3	
<i>II Office Function and Organization</i>	Ch. 7	Ch. 17			
<i>III Management of Work Area</i>	Ch. 7			Ch. 6	
<i>IV Ancillary Services</i>	Ch. 14	Ch. 4, 5, 6, 9, 12			
<i>V Business Letters</i>	Ch. 1	Ch. 2	Units 3, 4	Ch. 5	31
<i>VI Business Forms and Reports</i>	Ch. 11	Ch. 14	Unit 5	Ch. 8	
<i>VII Transcription</i>	Ch. 3	Ch. 3	Unit 2	Ch. 4	11
<i>VIII Language Usage</i>		Ch. 2	Appendix		
<i>IX Meeting the Public</i>	Ch. 2, 4	Ch. 13	Units 8, 9	Ch. 9, 10	27, 34
<i>X Processing Mail</i>	Ch. 3	Ch. 13	Unit 7	Ch. 11	
<i>XI Records Management</i>	Ch. 4, 5, 6	Ch. 8	Units 11, 12	Ch. 16, 17	9 Practice Set
<i>XII Seeking Information</i>	Ch. 10	Ch. 15		Ch. 7	
<i>XIII Financial and Statistical</i>		Ch. 11	Unit 14	Ch. 13	
<i>XIV Purchasing and Sales</i>	Ch. 8	Ch. 10			
<i>XV Travel Arrangements</i>	Ch. 12	Ch. 16	Unit 13	Ch. 12	
<i>XVI Meetings</i>	Ch. 13	Ch. 14			
<i>XVII Professional and Technical</i>	Ch. 9				1, 4
<i>XVIII Initial Office Careers</i>	Ch. 15	Ch. 18	Unit 15	Ch. 19	16, 19
<i>XIX Office Practicum</i>					2, 5, 8, 15, 25, 29

CONCEPTS AND SUBCONCEPTSGENERALIZATIONSI OFFICE PERSONNEL*Employer Expectations*

1. Today's offices need competent, dedicated and cooperative clerical personnel.

Employee Qualifications

2. There are standards for education, performance, character and behaviour expected of office personnel by executives and supervisors.

*Performance Standards**Attitudes and Deportment**Employment Opportunities*

3. Attitudes and deportment affect successful employment.
4. Opportunities for a variety of careers in offices are increasing.

II OFFICE FUNCTION AND ORGANIZATION*Function*

1. The office is the communication and memory center of a business.

*Organization**-line and staff**-physical set-up**-work flow**-working arrangements*

2. The organizational structure of an office defines the responsibilities and duties of each employee.
3. The physical organization of an office contributes to its efficiency.
4. Flexible arrangements for working days and hours as well as location within a community affect the office function and organization.

PERFORMANCE OBJECTIVES

SUGGESTED ACTIVITIES

The student

- lists those standards of education, performance, behaviour and character that employers expect of office personnel for various positions;
- analyzes personal qualifications for employment;
- identifies areas for improvement and development;
- lists sources that give information respecting employment opportunities;
- demonstrates ability to work with others;
- displays basic courtesies and manners.

Collect information respecting employee qualifications and employer expectations from reference books, magazines, interviews with employers, former students, surveys of office personnel.

Prepare bulletin displays.

Case study discussion.

Films, filmstrips and recordings.

Prepare skits and role playing.

Demonstration of good grooming and appropriate dress for offices.

Class speakers--former students, business people, other teachers, an officer from the Labour Standards Branch.

- lists and defines the various services provided by the "office" in a business;
- illustrates by means of a chart the organization and management of large and small offices;
- draws floor plans of offices and indicates work flow;
- charts the flow of typical office communications and records.

Visit local offices or prepare slide pictures. Compare and discuss physical layout and work flow.

Prepare organization charts to show lines of responsibility and authority.

Tape interviews or invite a speaker to explain various business organizations.

Prepare bulletin displays to illustrate office organization, differentiation and interrelationship of staff.

Write job descriptions.

Plan an office for a specific business.

III MANAGEMENT OF WORK AREA

Arrangement of Work Stations

Supplies and Equipment

Housekeeping Duties

Working with Others

1. The smooth flow of work from one station to another is dependent upon an organized routine within the office.
2. Each office employee is responsible for a tidy, orderly and conveniently arranged work station.
3. Supplies and equipment used in an office have specificity.
4. Office employees are responsible for some housekeeping duties in an office.
5. Teamwork, cooperation and ethical behaviour are important factors for professional climate and productivity in an office.

IV ANCILLARY SERVICES

Communication

Transportation

Financial

1. Communication, transportation and financial services facilitate office procedures.
2. Different kinds of communication services are used by offices.
3. Familiarity with various transportation methods are necessary for routine office procedures.
4. Many office procedures involve the services provided by financial organizations.

*PERFORMANCE OBJECTIVES**SUGGESTED ACTIVITIES*

The student

- explains the effect of punctuality and regular attendance on job performance;
- gives examples of the interrelationship and interdependence of the various office routines;
- demonstrates ability to organize work according to priorities;
- describes arrangement of contents of desk-top and drawers;
- cites examples of the positive and negative effects of office organization and appearance on customers and on employees;
- gives examples of ethical and unethical behaviours in an office.
- identifies the different means of communication--mail, telephone, telegrams, etc.
- describes various postal services and classes of mail and proposes when to use each;
- lists different types of telephones and services and proposes when to use each;
- identifies classes of telegrams and cablegrams and explains when to use each;
- lists and defines different methods of transportation of goods and proposes when to use each;
- identifies the different types of bank accounts and banking services;
- demonstrates procedures for keeping petty cash record and preparing bank reconciliation.

Use in-basket assignments.

Study cases of various situations commonly occurring in the office relative to absence, tardiness, interruptions and inaccuracy.

Role play situations to demonstrate differences in relationships between:

- employee and employer
- employee and employee
- employee and customer or client
- employer and customer or client

Use postal guide to determine classes of mail and required postage for each.

Visit a post office or invite a speaker to explain services provided.

Use a speaker and films from AGT to acquaint students with telephone equipment and services.

Role play the placing of different types of calls and recording messages, considering area codes, DDD, time zones, etc.

Students prepare telegrams and cablegrams counting chargeable words.

Visit an office to acquaint students with mailing procedures, use of teleprinter, telecopier, telescript, data-phone, etc.

Investigate the best method of shipping various items and the forms required.

Prepare cheques, deposit slips, petty cash record, bank reconciliation. Wrap coins.

V BUSINESS LETTERS

Composition

Production

Standards

1. Office workers are expected to compose routine letters from brief written and/or oral directions.
2. Ability to produce typewritten business letters in a variety of styles with proper placement and correct punctuation is essential.
3. Business letters must be correct, attractive in appearance and produced within a time schedule.

VI BUSINESS FORMS AND REPORTS

Composition

Production

Standards

1. Office workers are expected to compose and type reports, memoranda and forms from written or oral information and instruction.
2. Facts must be researched and verified.
3. Typewritten reports and forms should be produced with accuracy using correct arrangement and within a reasonable time schedule.

VII TRANSCRIPTION

Shorthand Transcription

Machine Transcription

Standards

Word Processing Systems

1. There are established procedures to follow when transcribing from shorthand notes into acceptable and mailable typewritten copy.
2. Practice is necessary to master the skill of producing acceptable and mailable copy when transcribing from a voice recording machine.
3. Standards for transcription include accuracy and rate of production.
4. Word processing system offer job opportunities for dicta-typists with competent transcription skills.

*PERFORMANCE OBJECTIVES**SUGGESTED ACTIVITIES*

The student

- demonstrates good judgment in composing short business letters--expressing ideas clearly, concisely and courteously;
- types various styles of letters and accompanying envelopes;
- produces mailable letters within a set time limit;
- illustrates mailable quality through production jobs.

Students compose and type letters for teachers, e.g., thank you letters, letters to publishers, etc.

Compose many routine letters such as appointment letters, letters of reservation, acknowledgement. Check for accuracy of information and setup.

Insist on "mailability"; e.g., no discernible errors, proper setup, attractive appearance.

- demonstrates ability to compose and type reports, memoranda and forms with speed and accuracy;
- researches and verifies information used;
- reads, analyzes, interprets and follows instructions;
- lists and defines standards required in the production of business forms and reports.

Students prepare and fill in a variety of forms.

Type reports and manuscripts including cover title page, table of contents, bibliography, footnotes, etc.

Prepare legal documents.

Students learn and use proofreader or revision marks; type from copy so marked.

Students should analyze and criticize their work to see if it meets standards set.

- operates transcribing machines efficiently and transcribes recorded material rapidly and accurately;
- recognizes office standards for transcribed jobs;
- defines word processing and describes word processing centre.

Transcribe from shorthand notes or recorded dictation.

Use a variety of voices, both in dictated material and in recorded assignments.

Stress mailability, appearance and proofreading.

VIII LANGUAGE USAGE

- | | |
|--------------------------|---|
| Spelling | 1. A frequent complaint of businessmen is that office workers do not have a working knowledge of the mechanics of language. |
| Punctuation | |
| Word Division | 2. Typewritten communication requires the application of basic clerical skills such as grammar, punctuation and spelling. |
| Word Usage (grammar) | |
| Editing and Proofreading | 3. Clerical office workers must proofread carefully and edit copy. |

IX MEETING THE PUBLIC

- | | |
|--------------|--|
| Receptionist | 1. The receptionist represents the firm when she is meeting callers. |
| Appointments | 2. An efficient receptionist must be able to classify and deal with callers. |
| Telephone | 3. Making, scheduling and recording appointments are common procedures in an office. |
| | 4. The techniques used in making and receiving telephone calls affect communication between the office and the public. |

PERFORMANCE OBJECTIVES

SUGGESTED ACTIVITIES

The student

- demonstrates ability to spell, punctuate and divide words correctly;
- applies rules of grammar in production jobs;
- illustrates good editing and proof-reading procedures.

Administer a pre-test of commonly misspelled words. Students study and take series of tests on words from list.

Use dictionary to find meanings of unfamiliar words. Use them correctly in sentences.

Practice editing and proofreading each other's work, noting spelling, punctuation, word division, etc.

Use sources of information, such as a stenographer's handbook, thesaurus, etc.

- describes the role and lists characteristics of an effective receptionist;

Practice telephone procedures, using teletrainer, or available closed circuit telephones. Use applicable forms to record messages and calls received and placed.

- demonstrates ability to meet and classify callers;

Practice voice production for clarity, enunciation, pronunciation and pleasing quality.

- states the purposes of an appointment record and lists the items of information;

Role play the placing and receiving of telephone calls, e.g.,

- demonstrates ways in which a secretary may terminate a call, interrupt a call and change an appointment;

-long distance--considering time zones, office hours, etc.

- exhibits an efficient manner and pleasant voice when using the telephone;

-conferences

-DDD, person to person, messenger service

-transferring calls

- demonstrates correct procedures in answering the telephone, placing calls and transmitting and recording information;

Use telephone directories to obtain various kinds of information.

- describes the various types and special features of telephone equipment and the different types of telephone services; i.e., local, long distance, zenith, direct line, RITE, TWX, etc.

X PROCESSING MAIL

Incoming

Outgoing

1. The processing of mail regulates and generates other office procedures.
2. There are established routines for processing incoming and outgoing mail.
3. Special facilities and equipment are used to handle incoming and outgoing mail.

XI RECORDS MANAGEMENT

Function

Systems

Equipment and Supplies

Procedures

Changes

1. A system for recording, storing and retrieving information is essential to the survival of a business.
2. An office employee must have a working knowledge of a variety of systems and procedures for records management.
3. Special equipment and supplies facilitate the filing process.
4. Technology is changing the procedures for managing records in the office.

PERFORMANCE OBJECTIVES

SUGGESTED ACTIVITIES

The student

- explains the importance of efficient mail handling procedures;
- demonstrates procedures for handling incoming mail--opening, sorting, classifying, distributing pieces of mail, and routing mail to more than one person;
- lists and explains uses of the mechanical aids used in mail handling, i.e., letter opener, scales, addressograph, postage metre, mailing lists, date stamp, etc.;
- demonstrates procedures for handling outgoing mail--checking items before releasing, folding, inserting recording items, posting, etc.;
- traces typical office procedures that result from the receipt of various items of mail.

- defines the filing process;
- explains the need for efficient systems of filing and storing items and information;
- stores and retrieves material using alphabetic and other filing systems;
- uses reminder procedures which are common in filing;
- identifies the basic supplies and equipment used in each of the major filing systems;
- explains the need for and demonstrates ability to use procedures and routines for charge-out, cross-reference, follow-up, transfer;
- compares the different systems and relates them to the needs of a changing business world.

Invite a business person to describe mail procedures in an office.

Observe use of mail handling machinery in an office.

Package and weigh parcels and letters to determine postage.

Participate in mass mailing projects for the school or community.

Collect pictures of mail handling procedures.

Show film on mail handling.

Practice procedures for handling incoming and outgoing mail.

Visit the school library to observe the filing process.

Show films or tape on filing processes.

Compares filing of business papers to filing as it applies to dictionary, encyclopedia, telephone book, arrangement of items in the kitchen or the parts department of a garage.

Visit businesses to observe filing procedures and to see different types of equipment and systems used.

Complete filing sets for the following types of filing: alphabetic, subject, geographic, numeric. These sets include cross referencing, charge-out, follow-up and return procedures.

Collect information about other methods of filing; e.g., microfilm, microfiche, electronic data storage, etc.

XII SEEKING INFORMATION

Sources

- Manuals
- Dictionaries
- Directories
- Trade Publications
- Others

Procedures

1. Correct information is necessary for efficient office work.
2. A knowledge of sources of reference is vital to office work.
3. There are procedures to follow when seeking information and using basic references.
4. Screening current publications for pertinent information for use in an office is a procedure.

XIII FINANCIAL AND STATISTICAL

Banking Forms and Routines

- Deposits
- Withdrawals
- Reconciliation

Petty Cash

Credit Cards and Charge
Accounts

Customs (import and export)

1. There are specialized financial and statistical procedures peculiar to some secretarial positions.
2. A knowledge of keeping petty cash records, banking procedures, use of credit cards and charge accounts is essential.
3. An understanding of import and export procedures assists the office worker.

*PERFORMANCE OBJECTIVES**SUGGESTED ACTIVITIES*

The student

- lists sources of reference information needed in an office;
- describes type of information each supplies;
- solves research problems through use of information sources;
- follows the accepted procedures for researching information.

Bring different sources of information into the classroom and examine and demonstrate their use.

Use many resources to gather information.

Prepare a short formal research paper using sources, notecards and bibliography.

Use telephone and city directories.

Use index cards in recording and arranging information extracted from references and for listing sources of information.

Students prepare questions for the class that require research using available sources.

Discuss copyright laws and regulations.

- describes the use of accounting forms routinely used in business situations;
- explains how to establish and operate petty cash fund separate from the cash account;
- describes the difference between credit cards and charge vouchers;
- lists the procedures for clearing goods through customs.

Establish a simulated petty cash fund, make out receipts and prepare a report of expenditures.

Discuss the use of credit cards and charge vouchers.

Invite a customs broker to be a guest speaker.

XIV PURCHASING AND SALES

Purchasing Routines

Sales Order Routines

Stock Room Control

1. The combined efforts of many persons are necessary to assure an efficient purchasing operation.
2. Business offices, small or large, use specific forms for purchasing goods and to keep records of orders.
3. The processing of sales orders requires the use of specific forms and procedures to complete transactions.
4. There are procedures required in the control, record keeping and requisition of stock.

XV TRAVEL ARRANGEMENTS

Itineraries

Reservations

Funds for Expenses

Arrangements before
Departure

Expense Reports

1. A specialized procedure in some offices is to prepare itineraries for executives from a brief outline of the plans.
2. Arranging the kind of travel and types of accommodation, arrival and departure times, appointments en route and assembling reference materials are necessary procedures.
3. Preparing an expense report--including advance payments, expenditures and credit charges is an office procedure.

XVI MEETINGS

Preparation

- Notices, Agenda
- Assembling Reports, etc.
- Arranging Room Facilities

Recording Proceedings

Follow-Up

- Minutes
- Other Directives

1. Office workers are responsible for many aspects of a business meeting and contribute to its successful conduct.
2. Understanding of basic parliamentary procedures assists in performing secretarial duties at a meeting.
3. Knowledge of the procedures for preparing notices, agenda, reports and minutes is necessary.

*PERFORMANCE OBJECTIVES**SUGGESTED ACTIVITIES*

The student

- demonstrates the procedures for purchasing and selling routines, and stock room accounting;
- differentiates between sales and purchase routines;
- describes stock room controls.

Simulate the routines for purchasing, selling and stock room control.

Interview local businesses to compare various systems for stock room control.

Use case study.

- makes reservations and travel arrangements, reserve accommodation, including conference facilities, checks times of arrival and departure;

Collect travel agency brochures, timetables, etc.

- prepares detailed travel plans or an itinerary for an employer--type of travel, hotel accommodation, appointments, departure and arrival times, etc.;

Prepare letters, telegrams and role play telephone conversations requesting reservations.

Collect copies of expense forms, prepare expense accounts from given data.

- lists uses of travellers cheques and credit cards;

Plan travel itineraries from case studies.

- prepares expense account listing expenses, itemizing hotel bills, ticket costs, taxi fares, car rental, etc.

Study maps and other references for transportation routes, city names, major airports, hotels and streets, etc.

- identifies the arrangements and preparation required for a meeting;

Simulate a committee meeting--preparation.

- demonstrates through role playing how to prepare conference room arrangements;

Practice preparing for a meeting.

Develop an agenda for a meeting from given facts.

- prepares an agenda from unarranged material;

Take and transcribe minutes of meetings.

- records minutes and transcribes them;

- lists examples of items of business that may be generated by a meeting.

*CONCEPTS AND SUBCONCEPTS**GENERALIZATIONS**XVII PROFESSIONAL AND TECHNICAL*

Legal	1. To perform office duties for professional and technical specialists, a secretary requires understanding and skills that are specialized. 2. Awareness of the fields of office specialties assists in planning and preparing for such positions. 3. Experience and further study and training at a post-secondary school may be necessary for specialized office positions.
Medical	
Petroleum and Petrochemicals	
Engineering	
Real Estate	
Architect	
Agriculture	
Education	

XVIII INITIAL OFFICE CAREERS

Assessing One's Potential	1. Prior to seeking a position, one's potential should be assessed and opportunities surveyed. 2. Familiarity with procedures and practices commonly used when applying for a position is helpful. 3. Mannerly and considerate behaviour assists an employee to keep a position. 4. There are legal and ethical steps to follow when terminating employment. 5. Employee and employer are parties to an agreement or contract of employment which may be implied, verbal or written.
Surveying Opportunities	
Applying for a Position	
Employer-Employee Agreements	
Keeping a Position	
Terminating a Position	

PERFORMANCE OBJECTIVES

SUGGESTED ACTIVITIES

The student

-recognizes that technical courses, usually of two year's duration, train and prepare secretaries for specialized duties;

-lists the kinds of secretarial and office specializations that exist;

-describes the expertise required for performing clerical functions in specific specialized areas.

Acquaint students with professional organizations in these specialized areas.

Increase vocabulary by making lists of and using words that occur in areas of specialities.

Practice preparing a variety of widely used legal papers.

Collects information about secretarial requirements for a specialized area of interest--places offering training, entrance requirements, length of course, etc.

Prepare materials peculiar to the various specialities.

-assesses capability and potential for office employment;

-prepares a personal data sheet and sample letter of application;

-demonstrates through role playing how to behave in an employment interview;

-describes those behaviours that will contribute to successfully maintaining a position;

-identifies the legal and ethical procedures to observe when accepting and terminating employment.

Collect advertisements from classified sections of local and other Albertan and Canadian newspapers. Analyze them to discover qualifications sought and benefits offered.

Interview employers and personnel directors to ascertain employment requirements.

Invite Canada Manpower representative as a guest speaker.

Practise writing many letters of application and termination. Prepare personal data sheets and complete application forms.

Role play various interviews and ask business people and other teachers to interview students for practice.

XIX OFFICE PRACTICUM

Simulation

Work-Study Experience

1. The opportunity to perform as an office employee prior to actual employment prepares a student for the expectations of an office career.
2. A short simulation, volunteer clerical service, or part-time employment provide an opportunity to achieve some objectives that require a realistic office atmosphere and organization.

*PERFORMANCE OBJECTIVES**SUGGESTED ACTIVITIES*

The student

- applies previously learned skills and knowledges in a real or simulated situation;
- uses a variety of office input that originates in a realistic manner.
- performs office procedures, meeting business and office standards of performance, accuracy and behaviour;
- observes confidentiality;
- makes decisions to solve routine problems;
- performs as a member of an office team, assuming responsibility for regular attendance, for completing work and helping others when needed to keep the office working smoothly;
- recognizes the interdependence and inter-relationship of office routine and work flow;
- organizes a work schedule and works under pressure to meet deadlines;
- works harmoniously and cooperatively with co-workers.

Set up an office simulation using teacher-developed or commercial materials. Operate it just long enough to meet the performance objectives.

Secure school and business community permission and cooperation to place students in real offices for part of each day for two to three weeks or all day for two to five days as work-study experience.

Organize an office or a corps of office-assistants for real jobs in the school for teachers, administration, and school organizations. Students each donate part of their course time to this operation, but should not devote the entire course to this service.

V SUPPLEMENTARY REFERENCES

1. Anderson, *THE ADMINISTRATIVE SECRETARY*, 1970, McGraw-Hill Ryerson Limited.

Designed to provide the aspiring executive secretary with training in duties and responsibilities of handling executive secretarial work. The practicum supplies six positions with a variety of problems in communications, financial matters, conferences and meetings.

2. Andrews, *THE GREGG OFFICE JOB TRAINING PROGRAM CLASSROOM INSTALLATION*, 1973, McGraw-Hill Ryerson Limited

These are self-paced job training sequences for 15 common entry-level office jobs. The complete set or a selection may be used. The 45 training manuals, 3 for each career, are reusable; and 45 Resource Manuals are consumable. It could be used in Business Procedures 20 and/or the practicum of Office Procedures 30.

3. Archer, *GENERAL OFFICE PROCEDURES*, 4th Edition, 1975, McGraw-Hill Ryerson Limited.

This American text with student workbook and teacher's manual gives entry-level skills in every major category of office work. Projects, discussion questions, English and mathematic rules and exercises are included.

4. Atkinson, *MEDICAL OFFICE PRACTICE*, 2nd Edition, 1975, Gage Educational Publishing Limited.

Introduces students to the routines of a doctor's office.

5. Atkinson, *TYPEWRITING OFFICE PRACTICE*, (Top Music Services Limited), Canadian Edition, 1974, Gage Educational Publishing Limited.

All materials are supplied for a practice set that stimulates the variety of clerical typewriting jobs of a service business. Teacher's Manual available.

6. Blackledge, Blackledge, Kelly, *THE JOB YOU WANT--HOW TO GET IT*, 2nd Edition, 1975, Gage Publishing Limited.

7. Cornelia and Agnew, *MACHINE OFFICE PRACTICE*, 2nd Edition, 1971, Gage Educational Publishing Limited.

An integrated practice set involving use of all four basic calculating machines with realistic business forms. Consists of 50 jobs--approximate completion time is 90 hours. Accompanying Teacher's Manual.

8. Deigan, *BUSINESS OFFICE SIMULATION SYSTEM*, 1971, McGraw-Hill Ryerson Limited.

This Canadian based non-consumable kit removes the rigid pattern of daily lesson instruction and identical project assignments by presenting the teacher with a method of organizing the class into a model office situation, thus encouraging the students to develop initiative, research techniques and self-planning while completing the jobs contained in 36 folders. With each assignment having a production value it allows students to apply the knowledge already gained in typing and office practice courses and gives them experience with work that is similar in content and format to what they will find in business. By using this material it is possible to expose the student to a procedural pattern which combines administration, organization, responsibility and supervision with considerable student involvement. Useful in Office Procedures 30, Concept XIX.

9. Duchan and Schultheis, *FILING PERSONAL NAMES: LAP I, II, III*, 1974, Gage Educational Publishing Limited.

These vocationally oriented text-workbooks have as their purpose the development of basic filing skills for low-achieving students. Students are taught to index and alphabetize personal names using self-instructing materials which require minimal teacher direction. LAP I is suitable for Business Procedures 20, Concept XII. It proceeds from the very simple rules of filing first names to filing full names with middle initials, prefixes and titles. Average completion time is three weeks with additional time required for supplementary problems and examinations.

10. Fahrner and Gibbs, *BASIC RULES OF ALPHABETIC FILING - Programmed Instruction*, 1965, Gage Educational Publishing Limited.

Provides a short programmed course in basic principles of alphabetic indexing and filing. Time required varies from 1 1/2 to 2 hours. Teacher's edition available. Useful for Business Procedures 20, Concept XII.

11. Farmer and Brown, *Dicta-TYPING: A SHORT COURSE*, 1974, Gage Educational Publishing Limited.

This Canadian publication assists students in the development of dicta-typing skills which will meet initial job-entry requirements. The text-workbook contains 30 dicta-drills (each focussing on three major concerns of the dicta-typists; style, punctuation and spelling) and 30 dicta-letters (one for each dicta-drill to consolidate learnings). Text-workbook and Teacher's Manual or mini cassettes available. Use for Office Procedures 30, Concept VII.

12. Farmer, *WORD DIVISION IN THE CANADIAN BUSINESS VOCABULARY*, 1967, Gage Educational Publishing Limited.

A class set or five or six copies for the room serve as a useful student reference for the division of some 14,000 words based on Canadian usage. It also groups words by frequency of use in Canadian business correspondence.

13. Fasnacht, *HOW TO USE BUSINESS MACHINES*, 3rd Edition, 1969, Gage Educational Publishing Limited.

A text-workbook providing brief introductory instruction in the ten-key adding machines and printing calculator for Business Procedures 20, Concept XI.

14. Gavin and Sabin, *REFERENCE MANUAL FOR STENOGRAPHERS AND TYPISTS*, Canadian Edition, 1970, McGraw-Hill Ryerson Limited.

This Canadian edition covers the basic rules of English usage and business correspondence. It has an easy-to-use index for answers to the everyday problems that arise in the typing of letters, manuscripts, legal forms, telegrams and reports and articles. An excellent reference for the classroom, a class set or at least three to five copies would be useful.

15. Krawitz, *LESTER HILL OFFICE SIMULATION*, 1971, McGraw-Hill Ryerson Limited.

The kit consists of an Employer's Guide (teacher's manual), Employee's Guide (one for each student required) and a Supply Room of the expendable office supplies needed--customer orders, invoices, telegrams, telephone messages, etc. The kit can accommodate 6 to 30 students. Supplies may last more than one year depending upon the length of time used for the simulation experience.

16. Kushner and Keily, *HOW TO FIND AND APPLY FOR A JOB*, 3rd Edition, 1975, Gage Educational Publishing Limited.

17. Leslie, *20,000 WORDS - Spelled, Divided and Accented*, Canadian Edition, 1972, McGraw-Hill Ryerson Limited.

A handy reference for typists. Ideally, a class set or at least six copies for the room should be provided.

18. Lynn, *BUSINESS ORGANIZATION AND MANAGEMENT*, 1966, McGraw-Hill Ryerson Limited.

A brief introduction to the historical background, the main forms of business organization and management are dealt with--financing, producing, purchasing, marketing, accounting, etc. This text was used in the former course called Business Organization and Management 30.

19. Mason and Young, *HUMAN RELATIONS AT THE OFFICE*, 1975, J. Weston Walch, Publisher.

In this text are 110 typical case studies dealing with problems of human relations in business and offices. Useful for Business Procedures 20, Concept XIII; and Office Procedures 30, Concept XVIII.

20. Meehan, Newman, Pasewark, *CLERICAL OFFICE PROCEDURES*, 5th Edition, 1973, Gage Educational Publishing Limited.

An excellent supplementary text for Business Procedures 20. Includes chapters on mailing, shipping, telephone, duplicating, data processing, careers and basic skills.

21. Meehan, Oliverio, Pasewark, *SECRETARIAL OFFICE PROCEDURES*, 8th Edition, 1972, Gage Educational Publishing Limited.

An excellent supplementary text for Office Procedures 30. Previously learned secretarial skills and knowledge are integrated and provide realistic learning experiences for competence on the job. A teacher's manual, student workbook and objective tests are available.

22. Pasewark, *DUPLICATING MACHINE PROCESSES*, 2nd Edition, 1975, Gage Educational Publishing Limited.

A text-workbook in which each job presents a duplicating project. Useful in Business Procedures 20, Concept XI.

23. Perkins, *PUNCTUATION*, 1972, Gage Educational Publishing Limited.

This text-workbook has a programmed approach covering twenty-seven basic punctuation rules that apply to 98% of the typical business writing situations. Teacher's Manual available.

24. Reel, *FILE AND FIND*, 1975, J. Weston Walch, Publisher.

A comprehensive text, richly illustrated. It takes no shortcuts as it leads students from manual filing to microfilming. It defines systems, describes equipment and suggested procedures.

25. Reynolds, *SNOW COUNTRY TYPEWRITING PRACTICE SET*, 1974, Gage Educational Publishing Limited.

A practice set with teacher's manual providing realistic experiences as a typist in the executive office, accounting department and sales department of a manufacturing firm. Enough work for about twenty hours. Useful in Office Procedures 30, Concept XIX.

26. Ristau, *EXPLORING CLERICAL CAREERS*, 1974, Educational Publishing Limited.

First of a series of seven titles to introduce students to a variety of careers. Easy to read and explore on one's own.

27. Russon, *PERSONALITY DEVELOPMENT FOR BUSINESS*, 4th Edition, 1973, Gage Educational Publishing Limited.

An excellent student reference for personality development--change, health, communication, psychology and the group, getting the job.

28. Scherer, *APPLIED SECRETARIAL PRACTICE*, Canadian Edition, 1971, McGraw-Hill Ryerson Limited.

An excellent supplementary text covering most concepts of Office Procedures 30. Student workbook, tests and teacher's manual also available.

29. *SERENDIPITY, INC.*, 1975, Gage Educational Publishing Limited.

A versatile office simulation employing 6 to 9 students for a period of 30 to 50 hours, allowing for a rotation of students to work in at least 3 and possibly 5 different job stations, as employees and customers. Set includes supplies, employee manuals and an Executive Director's Manual.

30. Swerdfeger, *BUSINESS PRACTICE*, 1969, Pitman Publishing Limited.

Provides a study of how we live, how to participate intelligently in business transactions, personal and community life.

31. Weiner, *BUSINESS LETTER WRITING*, 1973, Musson Book Company.

A practical guide to business letter writing with quick ready references. Includes many examples of business communications for various occasions and situations.

32. Wood, *COMPUTERS, PEOPLE AND DATA*, 1972, Gage Educational Publishing Limited.

A text-workbook covering computer data processing operations, the cycle centre and flow of data.

33. Wood, *NUMBER FILING ON THE JOB*, 1972, Gage Educational Publishing Limited.

The self-teaching text-workbook is a complete vocational unit designed as a supplement to existing filing programs. The low reading level, conversational tone and numerous illustrations make it useful for low-level students.

34. Wood and McKenna, *THE RECEPTIONIST*, 1966, McGraw-Hill Ryerson Limited.

Emphasis is placed on handling office callers and telephone procedures. Related duties such as filing, record keeping and mail room procedures are also covered.

35. Wood, *YOU ARE A DATA PROCESSOR*, 1972, Gage Educational Publishing Limited.

Easy to read and understand text-workbook that teaches data processing concepts through the use of punched card. Non-technical presentation with many illustrations. Good as a brief summary, or short instructional unit.

VI ADDRESSES OF PUBLISHERS

Collier-Macmillan Canada Ltd.
1125B Leslie Street
DON MILLS, Ontario M3C 2K2

Gage Educational Publishing Limited
164 Commander Boulevard
AGINCOURT, Ontario M1S 3C7

General Publishing Co. Limited
Musson Book Company
30 Lesmill Road
DON MILLS, Ontario M3B 2T6

Longman Canada Limited
55 Barber Greene Road
DON MILLS, Ontario M3C 2A1

McGraw-Hill Ryerson Ltd.
330 Progress Avenue
SCARBOROUGH, Ontario M1P 2Z5

Charles E. Merrill Publishing
115 Norfinch Drive
DOWNSVIEW, Ontario M3N 1W9

Pitman Publishing
517 Wellington Street West
TORONTO, Ontario M5V 1G1

Prentice-Hall of Canada Ltd.
1870 Birchmount Road
SCARBOROUGH, Ontario M1P 2J7

J. Weston Walch
P.O. Box 148
ST. STEPHEN, New Brunswick E0G 3A0

VII SOURCES OF INSTRUCTIONAL AIDSAudio-Visual Materials

Alberta Government Telephones.

Free loan of films from the local AGT office.

Audio-Visual Services Branch, Alberta Education, Devonian Building, Edmonton.

Catalogue of films, VTR and recordings that may be dubbed free of charge onto tape supplied by the school.

Business Teaching Aids, P.O. Box 96, SHARPSBURG, N.C.

Posters and sets of displays for bulletin boards dealing with topics related to business and office procedures.

Canada Post Office.

Free loan of films from local Post Office or Information Division, Confederation Heights, OTTAWA, Ontario, K1A 0B1.

Gage Educational Publishing Limited.

Personality Development Transparencies Series.

International Film Bureau Inc., 332 South Michigan Avenue, CHICAGO, Illinois, 60604.

Two series of sound filmstrips on clerical careers and applying for a position.

J. Weston Walch, P.O. Box 148, ST. STEPHEN, New Brunswick, E0G 3A0.

Filmstrips, slides, cassettes, posters and instructional ideas.

McGraw-Hill Ryerson Limited.

Gregg Secretarial Training Records. Two sets presenting realistic office situations respecting interpersonal relations, office ethics, work habits, grooming and dress, meeting the public, etc.

Modern Talking Picture Service, Inc., c/o Associated Visual Services Ltd., 1590 West Fourth Avenue, VANCOUVER, British Columbia.

Catalogue available of free-loan films.

Pitman Publishing Limited.

Transparencies to accompany; Reid, MODERN OFFICE PROCEDURES, Books I and II.

Magazines

FINANCIAL POST

Special subscription rate for schools and teachers.

DIRECTION (Free to Schools)

*Published by McGraw-Hill Ryerson Limited, 330 Progress Avenue,
SCARBOROUGH, Ontario, M1P 2Z5.*

GAGE MONOFILE AND NEWSFILE (Free to Schools)

*Gage Educational Publishing Limited, 164 Commander Boulevard,
AGINCOURT, Ontario, M1S 3C7.*

MEMO (Free to Schools)

*Four complimentary copies a year. Pitman Publishing, 517 Wellington
Street West, TORONTO, Ontario, M5V 1G1.*

THE OFFICE

*Office Publications Inc., 1200 Summer Street, STAMFORD, Connecticut,
06904.*

THE SECRETARY

*Published by The National Secretaries Association (International),
2440 Pershing Road, Suite G-10, KANSAS CITY, Missouri, 64108.*

TODAY'S SECRETARY (Teacher's Edition)

*Published by Gregg/McGraw-Hill, 1221 Avenue of the Americas, NEW YORK,
New York, 10020.*

WORD PROCESSING (Free to Schools)

*Published six times a year by IBM's Office Products Division, 1150
Eglinton Avenue East, DON MILLS, Ontario, M3C 1H7.*

Pamphlets

CANADIAN OCCUPATIONAL PAMPHLETS

*Occupational Research Section, Department of Manpower and Immigration,
OTTAWA, Ontario.*

NEW YORK LIFE INSURANCE COMPANY, 51 Madison Avenue, NEW YORK, New York, 10010.

Free pamphlets on job interviews.

NOXEMA CHEMICAL CO. OF CANADA LTD., 77 Park Lawn Road, TORONTO, Ontario.

Free materials on grooming.

VIII FACILITIES AND EQUIPMENT

FURNITURE:	-teacher's desk and armchair -demonstrator stand -L-shaped typewriting desks -posture chairs (swivel)	-all-purpose tables -landscaping furniture (such as room dividers, planters, etc.)
BUILT-IN EQUIPMENT:	-blackboards -bulletin boards -sink	-master switch -storage cupboards
TYPEWRITERS:	-electric typewriters (variety of makes and models)	-typewriter brushes -typewriter ribbons (carbon and fabric)
MACHINES:	-dictating/transcribing cassette recorder and/or record player -calculators	-collator -practice telephone system
FILING EQUIPMENT:	-filing cabinets (4-drawer) -stencil file cabinet -card file (8x5 and 5x3) -steel 3-tier desk tray	-file folders -color-coded folders -metric folders -filing labels (variety of colors)
DUPLICATING EQUIPMENT AND MATERIALS:	-fluid duplicator -stencil duplicator -offset duplicator -photocopier	-stencils (various kinds) -fluid masters -thermal masters -transparencies -offset masters -correction fluid -lettering kits -set of styli -hand cleansers
OTHER EQUIPMENT:	-interval timer -staplers -pencil sharpeners -copyholders	-waste baskets -adjustable paper punch -scissors -cellulose tape -staple remover

MISCELLANEOUS:

- full-length mirror
- storage cabinets
(for supplies, forms,
etc.)
- book ends
- rulers
- name plate holders
- maps

REFERENCE
MATERIALS:

- posters (letter styles,
careers, etc.)
- directories
- dictionaries
- secretarial handbooks
(See Reference List No. 14.)
- word-division manuals
(See Reference List Nos.
12 and 17)

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